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Cynthia B. Roy (Ed.). *New approaches to interpreter education.*
Washington, DC: Gallaudet University Press, 2006. xvii + 169 pp.
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Education Series 3].

Reviewed by Nadja Grbić

After two volumes mainly dedicated to sign language (SL) interpreter education and didactics in the classroom, the third volume of Cynthia Roy's Interpreter Education Series is dedicated to the macro level of signed- and spoken-language curricula and programme planning.

In his foreword, **David B. Sawyer**, author of the renowned volume *Fundamental Aspects of Interpreter Education* (2004), underlines the necessity of focussing on the macro level of curriculum planning and the advantages of including contributions from both signed- and spoken-language interpreting programmes, and provides us with summaries of the articles. For Sawyer, curriculum development consists of (a) sequencing learning events (curriculum as process) and (b) preparing the environment for learning (curriculum as interaction) (p. viii). Sawyer highlights the "humanistic" (as opposed to the scientific) approach of the articles in this collective volume, which he sees as being in line with a "cultural" turn in interpreting studies.

The volume opens with a contribution by **Risa Shaw, Steven D. Collins, and Melanie Metzger** focussing on a new BA curriculum for SL interpreters that was launched at Gallaudet University in 2005 to complement the MA programme, which had been in place since 1988. The authors discuss the curriculum planning process, which was undertaken in cooperation with experts from Canada and the USA and which was centered on the question of how undergraduate and graduate interpreter education might differ. Following Cokely's (2005) empirical survey on graduate placement, the programme was designed using a "discourse-based approach". The programme focusses on five settings: education; government and business; medical; mental health; and legal — and includes translation as well as consecutive and simultaneous interpreting, alongside general studies, ASL (American Sign Language) and Deaf studies. Eligibility requirements include fluency in ASL and English and applicants have to pass an aptitude test. While BA students have a more passive exposure to theory and are prepared for interpreting in interactive situations, MA students are provided with a more intensive theoretical training and learn to interpret in both interactive and conference / lecture-type

situations. The authors explicitly stress their move away from a previously used “spoken-language, conference-interpreting model” (p. 4) as a framework for curriculum design towards a “discourse-based approach [...] that incorporates the principles of face-to-face interaction” (p. 5) which Sawyer in his foreword labels as a “radically new curriculum model” which should also be taken up by interpreter educators in spoken-language communities “in an effort to make traditional models more effective” (p. ix). It is very interesting — and a point worth researching further — that the authors indicate that SL-interpreter programmes in the USA have followed the so called “conference-interpreting model” for quite a long time. One reason for this might be the reception of Seleskovitch’s and Lederer’s works (Seleskovitch 1992; Seleskovitch & Lederer 1995) in the SL interpreting community (e.g. Swabey 1992: 106; Grbić 2007: 43). It should, however, be noted at this point that the former lively dispute between the competing nomothetic and ideographic paradigms in interpreting studies, often labelled “natural science” and “liberal arts” (cf. Moser-Mercer 1994) — a legacy of the development of western thought which has shaped modern thinking through the complex interplay of romantic and enlightened temperaments (see Tarnas 1991) — seems to have come to an end. Along with an awareness of the fact that interpreting is a cognitive ability, which is both socially situated and subject to cultural variation at the same time, these approaches have come to be seen as complementary rather than competitive (see Pöchhacker 1998, and Diriker 2004 as an example of a study on conference interpreting informed by the “liberal arts” paradigm). This consolidation, as well as a stronger focus on the interpreting professions that previously tended to be ignored, have led to the fact that many interpreter training institutions in Europe now offer conference as well as liaison or community interpreting courses — as is the case, for example, in Alcalá, Antwerp, Edinburgh, Graz and other universities that use “conference” as well as “discourse-based” approaches alongside each other in a mutually enriching way.

At the very beginning of her article, **Claudia V. Angelelli** expresses her regret that in most healthcare interpreting programmes in the United States, research on the topic is usually neither reflected nor taught. Like the authors of the previous article, she notes that most of the programmes are based on conference interpreting models. Angelelli posits that healthcare interpreting education should involve the development of skills in the following areas: “cognitive processing, interpersonal, linguistics, professional, setting-specific, and sociocultural” (p. 25). While cognitive processing, professional matters and linguistics are included in most programmes to a certain extent, she writes, the interpersonal, setting-specific and sociocultural areas are not generally an integral part of the programmes on offer and she therefore goes on to explain them in greater detail in the subsequent section of the article. The following section is devoted to the basic principles of

healthcare interpreting education that are imported from language pedagogy: cognitive (automaticity, meaningful learning, intrinsic motivation, strategic investment) and affective (self-confidence, risk-taking). In the next section, entitled “Needs assessment and student learning outcomes”, Angelelli discusses the relevance of needs assessment in the classroom itself as well as in curriculum planning, the clear formulation of the outcome of student learning, and the notion of problem-based learning and meaningful assessment, advocating the incorporation of models from other disciplines such as education, bilingualism, second-language acquisition, health education, and cross-cultural communication. The paper ends with “Suggestions for course sequence”, presenting five courses: an introduction to medical interpreting, language enhancement for medical interpreting, strategies for medical interpreting, the role of the medical interpreter, and practicum in medical interpreting. This short summary demonstrates the article’s inclusion of a wealth of interesting topics and ideas which seem to be of fundamental importance to curriculum planning and didactics in interpreter education. The disadvantage of including so many topics in a single article, however, is that it leaves the reader with the feeling of having been provided with a cursory glance at topics where deeper involvement would have been highly appreciated.

Helen Slatyer from Macquarie University in Sydney describes a curriculum development project for interpreters of languages of limited diffusion in Australia. As in many other (im)migration countries, so too in Australia is the location of trained and qualified interpreters for new and emerging migrant and refugee languages an enduring problem and it would be both financially unviable as well as practically / logistically not feasible to set up courses for all of the languages needed. In order to face this problem, a collaborative project (including service providers, the accreditation authority NAATI, as well as migrant and refugee groups) was initiated to develop and pilot a model curriculum using action research methodology: repetitive cycles of planning, data collection and implementation. Helen Slatyer presents the planning, piloting and evaluating of a short-term generic (non-language-specific) course which includes a mentored workplace experience component. The theoretical approach and methodology make this project particularly appealing. The appendix provides an overview of the vast amount of collected data pertaining to the project, including course evaluation by the students, teacher feedback, interviews, surveys, student logbooks, videotaped interpreting sessions, etc. Although this approach is very time consuming and therefore expensive, the benefits of such a multi-methodological approach are beyond doubt and worthy of inclusion in other curriculum planning projects.

In her paper on “Educating signed language interpreters in Australia: A blended approach”, **Jemina Napier** reports on the development and adjustment of the SL-interpreter curriculum (postgraduate diploma degree) at Macquarie University

in Sydney, a project which is also based on action research. The programme discussed is offered either as a one-year full-time course or on a part-time basis, split over two years and aimed at interpreters working all over Australia, with at least two years' experience, who are accredited at the paraprofessional level. Napier extends the term "blended learning", normally used for a combination of face-to-face and online teaching, to (1) the curriculum, which is aimed at both spoken- and signed-language students, and (2) the blending of theoretical frameworks used in the teaching. The extension of the well-known notion of "blended learning" to two so widely differing aspects seems somewhat confusing. It might have been beneficial to introduce another label or replace it with a better-known term such as the "integrated approach", used successfully by Mary Snell-Hornby (1988) in translation studies and "imported" into interpreting studies by Franz Pöchhacker (2000). Apart from the endeavour to teach spoken-language and SL students in the same programme — which is highly uncommon, although also applied at the University of Graz in Austria (see Grbić, forthcoming) — the innovative aspect of this paper is the idea of using blended learning techniques with SL interpreting students, which still seems to be problematic, not least for technical reasons (internet connection, video streaming speed, etc.). Of particular interest is a one-year action research project conducted using a mix of data-gathering techniques in order to investigate and develop the most appropriate format for delivery in distance mode with recommendations for possible changes and improvements.

In his paper "Interpreter training in less frequently taught language combinations: Models, materials, and methods", **David B. Sawyer** provides an overview of possible models, materials and methods to help make training in short courses more efficient and effective. In the US, as in Australia, special language combinations are almost nonexistent in degree-granting interpreter education programmes and, where they are offered, they take the form of short courses. While Helen Slatyer focusses on the development of a specific short course in Australia, David B. Sawyer offers theoretical incentives based on literature pertaining to interpreting studies as well as a range of different interpreter education programmes. His approach is holistic, combining perspectives of both curriculum planning ("curriculum as process") and instruction ("curriculum as interaction"). Discussing curriculum principles, models, the use of authentic instruction materials, and teaching methods, he offers theoretical input at the same time as providing examples of the best methods of practice. The article is based on a conference paper, which is indicated not only in a footnote but also in the first sentence: "One of the themes of this conference is..." (p. 105). This stands out against the other articles in the collection and ought to have been changed in the editing process.

Doug Bowen-Bailey, SL interpreter and owner of "Digiterp Communications", provides us in his (at the outset highly personal) contribution with his expert

knowledge in creating video resources for SL interpreter education. Theoretically grounded in a discourse-based approach, Bowen-Bailey explains the importance and advantages of video material for interpreting students and highlights the need for research to provide information for the development of teaching materials. He describes in detail seven principles for the creation of resources, including the filming of authentic situations, the use of a diversity of language models, the necessity of providing additional material for preparation of working with the video, etc. The suggestions are highly constructive and motivating, especially for the field of SL interpreting, where in many countries there is still a lack of serious teaching materials. Although not explicitly mentioned in the article, the principles described could also be used for developing video resources for other types of interpreting and for different types of spoken-language interpreting, such as that practiced in community interpreting settings or liaison interpreting in economic and technical meetings. Although the article touches upon the important topic of instruction material and provides many practical tips, it is not entirely in line with the overall subject matter of the volume as a whole. Still, it deals with a particularly vital field and the article might perhaps serve to motivate other authors and editors to dedicate more space to the field.

In her article “Changing the curriculum paradigm to multilingual and multicultural as applied to interpreter education programs”, **Mary Mooney** focusses on the dilemma that most SL interpreters in the US are Euro-American, white and female, from mainstream US backgrounds, as are most of the SL interpreting students — a fact reflected in both the subject matter and the materials. She describes a project which was drawn up for the implementation of an education and training project to assist interpreter trainers in changing the existing curriculum in such a way as to reflect the diversity of US-American society and to meet the needs of multicultural Deaf or Deaf-Blind clients, her central concern being the raising of awareness, leading to social action and equality. Mooney describes a range of strategies that can be applied towards promoting such a transformation.

Apart from two Australian authors, all of the authors featured in the volume are from the US. To provide a wider view of curriculum development across the board, it would have been interesting to include one or two European contributions — especially in light of the ongoing process of introducing new BA and MA programmes in accordance with the EU Bologna process.

In summary, and despite the few criticisms voiced above, the volume provides very stimulating reading for interpreter trainers and curriculum planners. Knowing the effort involved in the development and implementation of new curricula, one can only hope that the volume will reach a wide readership and that interpreting studies curriculum planners, in their future considerations, will make use of the collective experience of the international academic community.

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